



**THE READING COMPREHENSION
OF THE TENTH GRADE STUDENTS OF SMAN 2 BAE
KUDUS IN ACADEMIC YEAR 2014/2015
TAUGHT BY USING AUTHENTIC MATERIAL**

**BY:
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
In partial Fulfillment of the Requirements for Completing
The Sarjana Program in the Department of English Education**

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IKE FIRDIANASARI
2011-32-043**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

MOTTO

- Do what you want to do as well as you can do in your life.
- If you do not find peace in yourself, you will never find it anywhere else.
- Never leave someone who always there for you no matter how hard the situation is.
- Work hard and get success, don't ever give up.

DEDICATION

The skripsi is dedicated to:

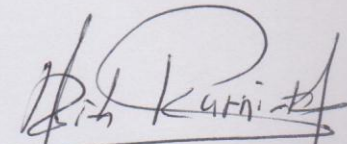
- Her beloved parents (Junaidi and Zuniati),
aunt (Bibik)
- Her beloved sisters (Vera RZ, Rateh W,
Puput AD)
- Her someone (Christian Andrew)
- Her close friends (Icha, Pipit, Sella, Sita,
Ola, Ovie, Herlina, Daniel, Zhou)
- All her lecturers and friends in Department
of English Education UMK.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of IKE FIRDIANASARI (201132043) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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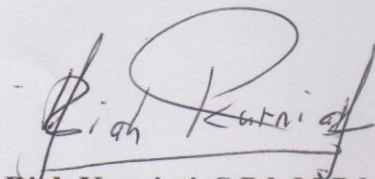
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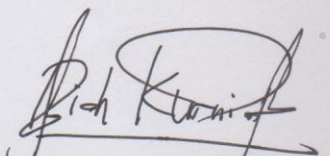
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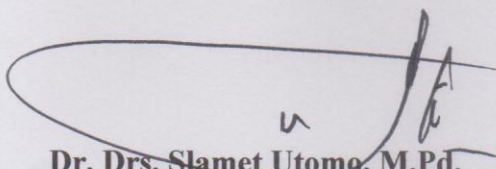
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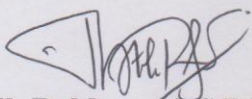
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5. Siti Zaenab, S.Pd. as the English teacher of SMAN 2 Bae Kudus who has given the allocation time and suggestion for the writer to conduct research.
6. The tenth grade students of X2 in SMAN 2 Bae Kudus in academic year 2014/2015 for their corporation.
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8. Her someone (Christian Andrew) who always care and support to finishing her skripsi.
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Finally, the writer will happily welcome any constructive criticism and suggestion. Hopefully, the skripsi will be useful for all the readers.

Kudus, August 2015

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ABSTRACT

Firdianasari, Ike. 2015. *The Reading Comprehension of The Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 taught by Using Authentic Material*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Diah Kurniati, S.Pd., M.Pd. (ii) Mutohhar, S.Pd., M.Pd.

Key word: *Reading Comprehension, Authentic Material*.

Reading Comprehension is process of understanding to get some information or construct meaning from the reader. Reading has important role for students. To get information appropriately they must understand the meaning of the text. In teaching and learning process, the students in senior high school have difficulties in comprehend the text because they have low motivation in reading and they lazy to comprehend the text. In other side, the teacher just explains the material and open question answer. So, that why they had less in reading English text. On this condition, the writer tries to use Authentic Material to teach reading. Authentic material is the real text that has purpose to provide real information.

This research aims to find out whether or not there is any significant difference between the reading comprehension of the tenth grade students of SMAN 2 Bae Kudus in academic year 2014/2015 before and after taught by Using Authentic Material.

This is a quantitative research. The method of the research is experimental which uses pre-test and post test design of the research. The population of this research is the tenth grade students of SMAN 2 Bae Kudus in academic year 2014/2015. The total number of population is 332 students. They are grouped into eight classes. The sample is taken by using cluster random sampling because it is taken by a group or class randomly. And the sample is X2 which consists of 32 students. The data were taken from test, after the students were given the pre-test, they were given the treatment for four meeting. The treatment relies on the material that is taken from the syllabus of the school, and last the students were given post-test. After getting data of pre-test post-test, the writer analyzes the data using the t-test.

The result of the experiment can be seen that the calculation of t-test, with the level of significant 0.05, the Degree of Freedom (Df) is 31, and t-table (tt) 2.04, the t-observation (to) obtained 7.8. In the other words, t-obtained is higher than t-table (to>tt). In detail, the reading comprehension of the tenth grade students of SMAN 2 Bae Kudus in academic year 2014/2015 after being taught by using authentic Material categorized is good, it is showed by the mean of the test is 81.3 and the standard deviation is 7.4. It is higher than the mean of the reading comprehension of the tenth grade students of SMAN 2 Bae Kudus in academic year 2014/2015 before being taught by using Authentic Material is 69.4 and standard deviation is 8.8. It is categorized as sufficient.

Based on the research result above, the writer concludes that authentic material is effective to teach reading comprehension. Because it can create a

classroom environment that is attractive to the students. For the teacher and other researcher Authentic Material can be applied as a material in teaching learning process, because it is the real text that students can easily understand the contents of the text in contextualized.



ABSTRAK

Firdianasari, Ike. 2015. *Pemahaman Membaca Siswa Kelas Sepuluh SMAN 2 Bae Kudus Tahun Ajaran 2014/2015 yang Diajar Menggunakan Authentic Material*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Diah Kurniati, S.Pd., M.Pd. (ii) Mutohhar, S.Pd., M.Pd.

Kata-kata kunci: Pemahaman Membaca, Authentic Material.

Membaca Pemahaman adalah proses pemahaman untuk mendapatkan beberapa informasi atau membangun makna dari pembaca. Membaca memiliki peranan penting bagi siswa. Untuk mendapatkan informasi tepat mereka harus memahami makna teks. Dalam proses belajar mengajar, para siswa sekolah menengah atas mengalami kesulitan dalam Memahami teks karena mereka memiliki motivasi yang rendah dalam membaca dan mereka malas untuk memahami teks. Di sisi lain, guru hanya menjelaskan materi dan membuka tanya jawab. Jadi, itu sebabnya mereka memiliki kemampuan rendah dalam membaca teks bahasa Inggris. Pada kondisi ini, penulis mencoba menggunakan Authentic Material untuk mengajar membaca. Authentic Material adalah teks nyata yang bertujuan untuk memberikan informasi yang sebenarnya.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antara pemahaman membaca siswa kelas sepuluh SMAN 2 Bae Kudus tahun ajaran 2014/2015 sebelum dan sesudah dengan menggunakan Authentic Material.

Ini adalah penelitian kuantitatif. Metode percobaan yang menggunakan pre dan post tes model. Populasi dari penelitian ini adalah siswa kelas sepuluh SMAN 2 Bae Kudus tahun ajaran 2014/2015. Dengan jumlah populasi 332 siswa. Mereka terbagi dalam delapan kelas. Contoh penelitian diambil menggunakan penarikan sekelompok acak karena diambil dari kelompok atau kelas. Dan contoh penelitian adalah kelas X2 yang terdiri dari 32 siswa. Data penelitian diambil dari tes, setelah siswa diberi pre-tes, mereka diberi perlakuan selama empat pertemuan. Perlakuan yang mengandalkan materi berdasarkan silabus sekolah dan terakhir siswa diberi post tes. Setelah memperoleh data dari pre dan post tes, peneliti menganalisis data menggunakan metode t-test.

Hasil dari penelitian eksperimen tersebut menunjukkan bahwa penghitungan t-test pada tingkat signifikan 0.05, Degree of Freedom (Df) adalah 31, dan t-table (tt) 2.04, t-obtained (to) 7.8. dengan kata lain, t-obtained lebih tinggi daripada t-table. Pemahaman membaca siswa kelas sepuluh SMAN 2 Bae Kudus tahun ajaran 2014/2015 setelah diajarkan menggunakan Authentic Material adalah baik. Hal tersebut dapat ditunjukkan dengan nilai rata-rata 81.3 dan standart deviation dengan nilai 7.4. nilai tersebut lebih tinggi dibandingkan dengan rata-rata membaca pemahaman siswa sepuluh SMAN 2 Bae Kudus tahun ajaran 2014/2015 sebelum diajarkan menggunakan Authentic Material dengan nilai rata-rata 69.4 dan nilai standart deviation 8.8. dengan nilai tersebut dapat dikategorikan cukup.

Berdasarkan hasil penelitian diatas, penulis menyimpulkan bahwa Authentic Material adalah efektif untuk mengajar pemahaman membaca. Karena dapat menciptakan lingkungan kelas yang menarik untuk siswa. Bagi guru dan peneliti lain Authentic Material dapat digunakan sebagai bahan dalam proses belajar mengajar, karena Authentic material adalah teks nyata yg siswa dapat dengan mudah memahami isi teks tersebut sesuai dengan kondisi sebenarnya.



TABLE OF CONTENTS

	Page
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xvii
LIST OF FIGURES / DIAGRAM	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objective of the Research	3
1.4 Significance of the Research	4
1.5 Scope of the Research	4
1.6 Operational Definition	5
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
2.1 Teaching English	6
2.1.1 Teaching English in SMAN 2 Bae Kudus	6
2.1.2 The Curriculum in Teaching English of SMAN 2 Bae Kudus	7
2.1.3 The Purpose of English Teaching in SMAN 2 Bae Kudus	8

2.1.4 The Materials of English Teaching in SMA N 2 Bae Kudus.....	9
2.2 Reading.....	9
2.2.1 Reading Comprehension.....	10
2.2.2 The Purpose of Reading Comprehension.....	13
2.2.3 Short Functional Text.....	14
2.3 Authentic Material.....	16
2.3.1 Authentic Material as Teaching Material.....	18
2.3.2 Sources of Authentic Material.....	19
2.3.3 The Advantages of using Authentic Material.....	20
2.2.4 The Disadvantages of using Authentic Material.....	21
2.3.5 The Procedure for Implementation of Authentic Material.....	22
2.4 Review of Previous Research.....	23
2.5 Theoretical framework.....	24
2.6 Hypothesis.....	24
 CHAPTER III METHOD OF THE RESEARCH	
3.1 Design of the Research.....	25
3.2 Population and Sample.....	27
3.3 Instrument of the Research.....	28
3.4 Data Collection.....	31
3.5 Data Analysis.....	32

CHAPTER IV FINDING OF THE RESEARCH

4.1	Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by using Authentic Material	37
4.2	Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 After Being Taught by using Authentic Material	40
4.3	The Significant Difference of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before and After Being Taught by using Authentic Material.....	42

CHAPTER V DISCUSSION

5.1	Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught By Using Authentic Material	47
5.1	Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 After Being Taught By Using Authentic Material	48
5.1	Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before and After Being Taught By Using Authentic Material	49

CHAPTER VI: CONCLUSION AND SUGGESTION

6.1 Conclusion	51
6.2 Suggestion	52
BIBLIOGRAPHY	53
APPENDICES	56
STATEMENT	
CURRICULUM VITAE	



LIST OF TABLES

Table	Page
3.1 The Assessment Criteria of the reading comprehension	29
4.1 The Score of the Students' Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by using Authentic Material	37
4.2 The Distribution Frequency of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by using Authentic Material.....	38
4.3 Score of the Students' Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 After Being Taught by using Authentic Material.....	40
4.4 The Distribution Frequency of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 After Being Taught by using Authentic Material.....	41
4.5 The Summary of T-test Result of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before and After Being Taught by using Authentic Material.....	45

LIST OF FIGURE/DIAGRAM

Figure	Page
3.1 Diagram one group design with pre-test and post-t.....	26
4.1 The Bar Chart of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by Using Authentic Material.....	39
4.2 The Bar Chart of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 After Being Taught by Using Authentic Material.....	42
4.3 The Curve of t-test result for the tenth grade students of SMAN2 Bae Kudus in Academic Year 2014/2015.....	46

LIST OF APPENDICES

Table	Page
1 Syllabus.....	56
2 Lesson Plan	63
3 Instrument Pre-test and Post-test	85
4 Key Answer for Try-Out, Pre-Test, Post-Test Sheet.....	91
5 The Table of Specification of Reading Comprehension.....	92
6 The Table of Reliability and the calculation of reliability.....	93
7 The Score of the Students' Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by using Authentic Material.....	95
8 Calculation Mean and Standard Deviation of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 Before Being Taught by using Authentic Material.....	96
9 The Score of the Students' Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 after Being Taught by using Authentic Material.....	99

10	Calculation Mean and Standard Deviation of Reading Comprehension for the Tenth Grade Students of SMAN 2 Bae Kudus in Academic Year 2014/2015 after Being Taught by using Authentic Material.....	100
11	The Calculation to Find Out T-Test.....	103
12	The Value of T-Table for Any Number Degree of Freedom.....	106
13	The answer Sheet of Students worksheet, Try-Out, Pre-test and Post-test.....	108
14	Table of name class X2.....	109
15	Documentation.....	

